

Delaware P-20 Council
Educator Supports for Early Literacy Through Institutions of Higher
Education Subcommittee

Meeting Minutes
DRAFT

Delaware State University
1200 North Dupont Highway Dover, DE 19901
Claibourne Administrative Building, 4th Floor, Barros Conference Room
March 25, 2019
4:00p.m.

Members Present: Shelley Rouser, Delaware State University; Carol Vukelich, University of Delaware; Danielle Archambault, Wesley College; Kathryn Brown, Wilmington University; Matthew Burrows, Appoquinimink School District; Renee Jerns, Indian River School District; Kim Krzanowski, Department of Education; Audrey Noble, State Board of Education; Mary Pieri, Christina School District; Amy Baker-Sheridan, Department of Education; Germaine Solomon, Delaware Technical Community College; Stacey Stump, Laurel School District; Jessica Walsh, Christina School District; Raushann Austin, Department of Education.

Others Present: Jenna Ahner, State Board of Education; Christine Alois, Department of Education.

I. Welcome and Introductions

Ms. Rouser and Ms. Vukelich called the meeting to order at 4:00p.m. Subcommittee members introduced themselves, their organizational affiliation, and their connection to early literacy.

II. Overview of Delaware Early Literacy Plan's Strategic Intent

Ms. Ahner provided an overview of the P-20 Council and the connection to this subcommittee. Ms. Alois provided an overview of the Department of Education's draft Literacy Plan, including partners involved, process of development, strategic intents, expected outcomes, and collaborative opportunities.

III. Review Subcommittee Charge and Objectives

Ms. Ahner and Ms. Alois provided the charge and objectives for the subcommittee.

Members asked questions or made comment regarding micro-credentials, skills needed when students graduate from school, enter colleges or universities, and how they can continue to develop in the teaching profession. Members also discussed the connections with early learning centers and the Teacher Academy pathway.

Ms. Vukelich provided background on current regulations around early childhood teacher and elementary teacher.

IV. Review and Discuss International Literacy Association Standards for PreK/Primary

Ms. Vukelich provided background on current regulations outlining licensure, certification, and professional development requirements for early childhood teachers and elementary teachers.

Ms. Vukelich provided background information on the International Literacy Association (ILA) Standards and the program approval process for early childhood and elementary education programs through Institutions of Higher Education (IHE). The committee discussed the possibility of reviewing program requirements for National Association for the Education of Young Children (NAEYC) and Council for the Accreditation of Educator Preparation (CAEP).

Ms. Rouser asked members to break into small groups to:

- Review and discuss ILA Standards. Groups were asked to label each standard as critically important, somewhat important, or not important by distributing 100 points across them;
- Discuss what evidence IHEs should be asked to submit as evidence that teacher candidates can demonstrate each of the standards;
- Share out the one most important action step.

Members participated in small group discussions.

The groups reconvened to share their key takeaways:

- Group 1: This group discussed the need for all standards and spent time discussing standard 3, assessment and evaluation. The group discussed the need for educators to be able to assess students, effectively use data, and have a toolbox for differentiated instruction based on individual student needs. The group discussed adding courses to focus on these areas, expanding practicum experiences in this space, and opportunities for students to join PLCs to better understand how this time is utilized. The group discussed opportunities to utilize dual enrollment through the Teacher Pathway program.
- Group 2: This group rated standard 1 and 5 as the highest priority. The group discussed the diverse requirements for elementary teachers and the need for additional focus in these areas to make sure teacher candidates can effectively teach reading.
- Group 3: This group broke standards into top, middle, and bottom tiers. This group rated standard 1, 2, and 5 the highest. They discussed the need for IHEs to ask students to review curriculum materials aligned with the standards and modify to most effectively address standards, assess students, and deliver instruction. The group shared information on microcredentials available for K-12 Teacher Academy candidates through EdRising.

V. Next Steps

The group reconvened to discuss reflections from the meeting and next steps. The committee discussed the need to work with IHEs to better understand how programs are addressing the standards. The group discussed the need to look at the syllabi for each class and to establish measurable goals.

The meeting adjourned at 5:59pm.